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ABSTRACT

This book contains case studies that demonstrate how design and technology activities can be incorporated in other areas of the curriculum in primary school, based on methods used in the British National Curriculum. The book is organized in eight chapters. The first chapter raises several issues, such as why design and technology have been incorporated in the curriculum, what design and technology activities are, where the activities fit into the curriculum and what they offer pupils, and the gender implications of design and technology activities. Chapters 2-7 are a series of case studies in the following categories: the early years, starting in the classroom, links with mathematics, science and technology, and links with information technology. Specific topics from actual schools show how the children are introduced to tools and suggest ways of organizing the classroom. Projects that can be developed and adapted to different age groups are demonstrated. Whole school development and topic planning are examined in chapters 7 and 8. An appendix describes resources (tools, materials, construction kits), how to use them, and where to find them. It also lists points to consider in writing school policy about design and technology. The book also contains 13 plates, 20 figures, 19 references, and an index. (KC)

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